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ABSTRACT

This guide for middle school administrators is built upon the concept of administrators training one another using scripted workshop materials. Written to be read aloud and adapted for individual use, the guide provides information for development of effective middle school programs. This workshop material is organized into six sections. Objectives, as presented in the introduction, encompass workshop goals, growth and development, early adolescent needs, program components, successful schools, and school improvement. Section 2, "Developmental Characteristics," examines four aspects of early adolescence, their interrelatedness, and their individual uniqueness. "Needs for Healthy Development," section 3, discusses seven needs school programs should meet for early adolescent students, including diversity and physical activity. Section 4, "Middle School Effectiveness," explores research findings that identify factors promoting academic effectiveness. Case study research conducted by Lipsitz (1982) is compared with other research discoveries. School organization, leadership, environment, curriculum and instruction, and relationship to community are analyzed in relation to school effectiveness. "Improving Middle Schools," section 5, briefly surveys results of middle school reorganization and assessment programs. The summary, section 6, lists presenter workshop goals. Appendixes include 3 handouts on school responses to developmental needs and 12 transparency masters which present workshop goals as discussion topics. (CJH)

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Effective Middle Schools

PROJECT LEADERSHIP PRESENTER'S GUIDE

Prepared by the Research-Based Training for School Administrators Project

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A training model called Project Leadership developed by the Association of California School Administrators (ACSA) and directed by James Olivero was selected as a vehicle for the purpose of disseminating research and state-of-the-art materials to school administrators. Project Leadership is built upon two key ideas: networking and administrators training one another using scripted workshop materials called Presenters' Guides. This is a Presenter's Guide developed by the team at the Center for Educational Policy and Management (CEPM).

All members of our team at CEPM have contributed in some way to this material. They include Bruce Bowers, Damon Dickinson, Susan Gourley, Dennis Pataniczek, and Max Riley. We are grateful to David Horowitz and Zola Miller for their clerical assistance.

USING THE GUIDE

The guide is written so that it can be read aloud, but we believe you will want to make changes and provide your own examples. You should adapt the material to your personal needs and the needs of your audience.

You are equipped with the Presenter's Guide, which contains a script and suggestions for the conduct of the session (in italics). In the back you will find the following: 1) a reference list of the sources cited or referred to in the text, 2) handouts, 3) masters of numbered transparencies that have been designed to give visual emphasis to the main points of your presentation.

PRIOR TO THE WORKSHOP

1. Review guide -- the script, transparency masters, and handout materials -- prior to the workshop.
2. Prepare copies of handout materials for each participant.
3. Prepare transparencies from the "masters." These are especially appealing when colors are added.
4. Arrange for meeting room facilities: Ideally, the facilities will offer places for participants to write as well as areas for breaking up into small groups.
5. Arrange to have an overhead projector, screen, three-prong adapter and extension cord at the meeting room. Insure that the room is equipped with a chalkboard or flipchart visible to all participants.
6. Arrange for coffee or other refreshments, if desirable.

Effective Middle Schools

Workshop Outline

1.0 INTRODUCTION

- 1.1 Objectives

2.0 DEVELOPMENTAL CHARACTERISTICS

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6.0 SUMMARY

Effective Middle Schools

1.0 INTRODUCTION

The purpose of this guide is to provide information that can lead to a framework for the development and implementation of effective middle school programs. Some of you may have an extensive background in effective middle schools; others may have had virtually no exposure to the subject. I urge you to become resources for one another--utilize your past and current experiences as we explore this crucial period of schooling.

First, we need to consider the term "middle schools." Many school districts, for various reasons, have reorganized into new grade patterns, often creating middle schools in place of junior high schools. Other school districts have not made this organizational change. Still others house their middle grades in a variety of other organizational patterns--some are located within elementary schools that encompass the first eight grades; others are found within senior high buildings that accomodate grades six through twelve (Lipsitz, 1982a).

(Stop here to take poll of combinations represented at workshop.)

No matter what grade configuration is found for your middle grades, I believe that this workshop will provide solid information and suggestions that can benefit your school district. We will be using the term "middle school" interchangeably with the term "middle grades"; by these terms I mean any combination of two or more grades designed to meet the

educational needs of youngsters 10-14 years of age.

1.1 Objectives

This workshop has several objectives.

TRANSPARENCY #1
Workshop Goals
Growth and Development
Early Adolescent Needs
Program Components
Successful Schools
School Improvement

Together, through the sharing of our experiences and the presentation of research-based information, we will

- understand the growth and development characteristics of early adolescents.
- recognize the needs of early adolescents based on these characteristics.
- identify program components of responsive middle schools designed to meet these developmental needs.
- identify characteristics of effective and successful middle schools.
- examine issues related to school improvement for middle schools.

2.0 DEVELOPMENTAL CHARACTERISTICS

The time of early adolescence, approximately spanning the years of 10-14, is a time of tremendous change. More changes occur during this period than during any other period except birth to three (Lipsitz, 1982a). However, we know little about this age group. As one researcher, Joan Lipsitz (1982a, p. 5), put it, early adolescence is "a time in life about which we suffer from an embarrassing lack of knowledge." Yet we have all been there and survived, some of us with more scars than others.

Today we will review what we know about the nature of the early adolescent learner. Understanding students is a key to being able to meet their needs. Few teachers have been specifically prepared to teach this age group. It will therefore be important for you as instructional leaders for your schools to guide your staffs toward a more complete understanding of the early adolescent learners in your buildings. Understanding the students must precede all other educational decision-making (Thornberg & Jones, 1982).

2.1 Activity

Let us use for a moment our own experiences as early adolescents to begin our look at this age group. I'd like you to participate in a guided memory activity in which we will recall at least a portion of our own early adolescence. I'm going to ask you a series of questions. Let's choose your 7th-grade year so we have a common frame of reference. You may want to jot down some key words to help jog your memory. The important thing is to try to use these questions to help you remember

your life as a 7th grader.

Presenter: Ask the following questions; allow 3-5 seconds in between for people to think. Direct participants not to share during this activity. Assure them that there will be time for discussing their memories at the end of the activity. Be sure to state clearly that they will be sharing with one another.

Guided Memory Activity: 7th Grade

"Remembering" 7th Grade

Where did you live?

Do you remember the house you lived in? Who else lived there?

How did you get along with the others who lived in your house?

What school did you go to? What did it look like?

How did you spend your free time? after school? weekends?

Who was your best friend? Who was in "your gang"?

What did you talk to your best friend about?

What did you not talk about?

What were you sure of? Confused about?

What was your favorite class in the school? Why?

Who was your favorite teacher in the school? Why?

What was the best thing about school?

What was the worst thing about school?

Did you play sports? Take physical education? Did you take showers with others?

Do you remember your boyfriend or girlfriend? What did you do? talk about? not talk about?

What adjective would you use to describe your 7th grade year?

What was something pleasant you remember?

DISTRIBUTE HANDOUT #1

In debriefing this activity, break the group into small groups of 3-4. Suggest that they share some general impressions and then respond to the questions on handout #1.

Allow about 10-15 minutes for small group sharing. Then call the group back together and ask for general impressions about the similarity/dissimilarity of their experiences. You might pick out a couple of the questions on the handout to ask persons from different groups to respond to. The point is to gather a range of responses.

The point we have been making is that a central fact of the early adolescent experience is the great variability of experiences. No two early adolescents react the same to common experiences. Each is unique in his or her own way. This is especially important to remember as we examine the growth and developmental characteristics of early adolescents as a group. These characteristics can be examined in broad categories of growth and development: physical, social, emotional, and intellectual characteristics. We will examine each in some detail.

2.2 Physical Growth and Development

The most dramatic and probably the most visible changes in early adolescents are biological ones, the most obvious of which is rapid physical growth and development. Several marked physical changes take place in early adolescence which have profound impact on several areas of youngsters' lives. However, there is also immense variablility in the changes among individual youngsters. There is variance in the age of onset of changes, and in the rate and amount of change. These physical changes can be summarized into several broad categories.

TRANSPARENCY # 2

Physical Changes

1. Growth spurt
2. Sexual development
3. Metabolic changes

All marked by EXTREME INDIVIDUAL VARIABILITY.

2.2.1 Growth Spurt

The rapid physical growth and development of early adolescents is often characterized by the term "growth spurt." There is a marked increase in height, weight, heart rate, lung capacity, and muscular strength. Bone growth is faster than muscle development and this unevenness of bone/muscle growth may leave bones unprotected by the covering muscles and tendons. Such uneven growth may result in lack of coordination and awkwardness; posture problems may be in evidence. (Have you noticed the strange postures in which middle schoolers do their schoolwork?) In any event, many youngsters are self conscious about their bodies and these accompanying changes.

There is great variability of course in this growth spurt, and there are marked differences between the sexes. Although the sequence of these developmental changes is relatively consistent in boys and girls, boys tend to lag about two years behind girls.

2.2.2 Sexual Maturation

The other great fact of biological change during early adolescence is the beginning of sexual maturation. This onset of puberty is marked

by the appearance of secondary sex characteristics. These changes in the reproductive system occur at widely varied times for different youngsters.

This great variation is extremely important, particularly in boys. Early-maturing boys may easily dominate in athletics and sexual interest; their later-maturing agemates may be very self conscious. It is vital that information about growth and its variability is provided to early adolescents, and that reassurance be given to those who need it (Tanner, 1971). Students often are both surprised and relieved to learn that there may be a span of up to 8-10 years difference in physical growth within a single grade level with all of the students still experiencing normal development.

Another related change is that of the rate of basal metabolism. This change, due at least in part to the two major changes described above, may cause youngsters to be restless or even hyperactive one minute and listless the next. Students alternate between periods of extreme physical activity and fatigue. This has been observed by educators for a long time. Sometimes it is hard to remember that this activity level is due to changes inside the body, not from a desire to annoy teachers. It is important to remember that these changes in physical growth and development leading to puberty and sexual maturation touch almost all aspects of youngsters' lives, especially their emotions and social relationships. They cannot be overlooked or ignored.

2.3 Social Growth and Development

Another major area of change for young adolescents occurs in their social relationships. In particular, the affiliation base of young adolescents broadens from the family to peers. This growing importance of the peer group may be viewed negatively by parents and other adults. We must realize, however, that this is a vital and necessary step to social and emotional maturity. This change must be looked at in two dimensions: the peer group and interactions with parents and other adults.

TRANSPARENCY #3

Social Developmental Changes

1. Growing importance of peer group
2. Changes in interactions

2.3.1 Growing Importance of Peers

Affiliation with peers becomes very important to most young adolescents. The peer group provides a sense of belonging and a sense of strength and power that is one of the central factors of the social development of young adolescents (GAP, 1968).

Same-sex friendships are still extremely common in the middle grades, especially for boys. However, both boys and girls become interested in the opposite sex, and friendships between the sexes develop, at first on a somewhat tentative basis (Gordon, 1971).

Peer groups are important to youngsters because they provide avenues to learn and practice socially acceptable behaviors and to develop a sense of identity as a young man or young woman (Dorman & Lipsitz, 1981). Dorman and Lipsitz (1981, p. 4) state that "one of the signs of serious disturbance in young people is the inability to relate to peers and fit into a peer group."

2.3.2 Changes in Interaction with Parents and Other Adults

Increased affiliation with peers does not mean that the peer group replaces the family. Young adolescents do not have to choose between families and peers; both are necessary for healthy development.

Adult reaction to this growing importance of the peer group is often negative. Fears about the peer group influences on young adolescents seem to be unfounded. Families are still important to young adolescents, providing affection, identification, values, and help in solving large problems (Kandel & Lesser, 1972). Brittain (1963) reported that adolescents conform to peer pressure in certain areas and to parent pressures in others. He suggests that the choice depends on who the youngsters believe is more competent in each area. He also found that youngsters' choices reflected a concern to avoid being noticeably different from peers. However, the youngsters seemed to turn to parents for more difficult problems.

The family, and especially the influence of parents, remains extremely important to young adolescents. Wiles and Bondi (1981) reported family cohesion as the first ranked value choice in a study of over 5,000 early adolescents across the U.S. The family remains as the primary source of moral and social values (Dorman & Lipsitz, 1981). Family responses to these changing interaction patterns seem to determine the serenity of family life. Families who have difficulty making these changes often must deal with disturbance in the early adolescent youngster.

2.4 Emotional Development

Young adolescents also undergo changes in their emotions. These changes are often typified by the term "storm and stress" as emotional reactions seem more intense than at previous grade levels and stages of development. We will examine four major changes in emotional development.

TRANSPARENCY #4

Emotional Development

1. Moodswings
2. The imaginary audience
3. The personal fable
4. Changes in self concept

Before we look at specific emotional changes, let us note that early adolescence is a time of relative stability for about 80 percent of youngsters, according to Offer (1975). The other 20 percent who show signs of serious disturbance are probably those whose difficulties have prompted us to think of this period as one of storm and stress. It is important to note that some evidence indicates this small group, seriously disturbed, do not grow out of it (Offer, 1975). Attributing such turbulence to all young adolescents is harmful because, as Dorman and Lipsitz (1981, p. 4) state, "we fail to distinguish between behavior that is distressing (annoying to others) and behavior that is disturbed (harmful to the young person exhibiting the behavior)." When we expect irresponsible and crazy behavior from all young adolescents, we may be promoting actions we would prefer to diminish.

2.4.1 Moodswings and Egocentrism

Emotions during early adolescence are heightened and intense. Extremes in emotions are great and youngsters may feel as though they are on an emotional roller coaster and not know why.

These moodswings are normal for early adolescents. They are probably associated with hormonal activity, but are also intensified by the changing expectations of others, and feelings of confusion and ambivalence about all of the changes taking place within themselves (Dorman & Lipsitz, 1981).

Young adolescents are extremely egocentric--that is, they are very preoccupied with themselves. This self absorption gives rise to two

emotional responses that affect the way young adolescents see themselves and the way they relate to others: the imaginary audience and the personal fable (Dorman & Lipsitz, 1981).

David Elkind (1967) reported that these two emotional changes are due to changes in intellectual functioning. Early adolescents develop the ability to think about their own thinking and that of others. However, they are often unable to distinguish between what they are concerned about and the concerns of others. A young adolescent may presume that others are equally concerned about the same thing that he or she is thinking about--that new blemish or the newness of a pair of jeans. Young adolescents create an "imaginary audience" which accounts for much of the self consciousness of the age group.

At the same time, young adolescents experience the feeling of total uniqueness, that no one understands them. They create a "personal fable" or a belief that their own emotional experiences are unique. Some will carry this to an "it can't happen to me--I'm different" attitude which may result in reckless behavior (Elkind, 1967). Such manifestations of egocentrism are normal, even though these patterns may be somewhat annoying to those who live and work with early adolescents. Most youngsters will learn to differentiate their own concerns and feelings from those of others and realize that no one is totally immune from harm (Elkind, 1967).

2.4.2 Changes in Self Concept

Another feature of early adolescence deals with self concept. Young adolescents are undergoing extreme changes physically and

mentally, and their self concepts seem to be affected. Twelve to fourteen year olds, in particular, seem to think less positively about themselves than they did in the previous three years (Dorman & Lipsitz, 1981). There is much we do not understand about this lowered self concept during the middle grades, but it is apparent that it affects early adolescents' behavior and interactions with others (Dorman & Lipsitz, 1981).

The emotional development of early adolescence--the erratic moodswings and the construction of the imaginary audience and the personal fable--are compounded by all of the other changes occurring during this time. All of these affect young adolescents and their relationships with others.

2.5 Intellectual Development

The other great marker of early adolescence is the beginning of a new capacity for thought. This change in intellectual development rivals the rapid physical growth and development in importance as it, too, affects both social and emotional development. There are two developments we will look at: cognitive changes and changes in moral reasoning.

TRANSPARENCY #5

Intellectual Development

1. Cognitive changes and effects
2. Moral development

In early adolescence youngsters begin to move away from almost complete reliance on their own concrete experiences and toward the ability to consider alternatives, to develop hypotheses, to consider "what if's," to think reflectively, to reason abstractly about such concepts as justice and love (Dorman & Lipsitz, 1981; McNassor, 1975). The young adolescent begins to appreciate and utilize the hypothetical, and can begin to deal with incongruities. Thinking, in short, becomes more adultlike. Youngsters may even wait for opportunities to pounce on inconsistencies, a newfound skill that comes with the change in thinking (Kagan, 1971). More questioning of reasons behind rules and behavior occurs, and children begin to see the "gray areas" of certain situations. Youngsters can, for the first time, really consider issues outside themselves. At the same time, they can begin to think about a personal future (Dorman & Lipsitz, 1981). These changes in thinking are termed "formal operations" (Wadsworth, 1979).

Three points must be made clear, however, about these cognitive changes:

1. Such changes are gradual.
2. Youngsters may shift from concrete to abstract thinking and back again on different issues.
3. Not all early adolescents, not even all adults, achieve this capacity to think abstractly.

This last point is particularly important. The shift from concrete to formal operations only begins in early adolescence for some youngsters. Others will experience this change in thinking at a later time,

still others perhaps not at all. The relative number of middle school youngsters who begin this change is somewhat open to question. One researcher (Epstein, 1979) estimated that not more than one percent of ten year olds and not more than 15 percent of 14 year olds are capable of carrying on simple formal operations. One study found that among the highest achieving 14 year olds, 30 percent or more do not display formal operations (Shayer, 1976, 1978). It may be that many, if not most, middle school youngsters continue to think and to learn at the concrete operational levels, a fact which must be taken into account by educators.

Differentiation in onset and achievement of formal operations--the ability to think abstractly--may be due, at least in part to a phenomena called brain growth periodization. Research by Epstein (1977, 1978) shows that rather than growing continuously, the brain grows more during certain periods (ages 2-4, 6-8, 10-12, and 14-16+ years) and that students experience intervening plateaus during ages 4 to 6, 8 to 10, and 12 to 14. Some suggest that the introduction of higher level cognitive processes will be more successful during a period of rapid growth and less successful during the intervening plateaus (Toepfer, 1980). And since the brain growth data also reveal great individual variability in onset of such "spurts," this may explain, at least in part, the variability by which youngsters begin formal operations.

What this research on brain growth means for schools is still uncertain (Sylwester, 1981). However, it is suggested that we look closely at this research and begin to respond appropriately. Such responses might include, for instance, programs which educate both

teachers and students about what is known about the human brain.

I must comment that this research on brain growth has received a good deal of criticism. According to Richard McQueen (1982), a major flaw in the Epstein research is that the data sources he uses do not always support his findings and that his findings are not supported by other scientists who understand the field. McQueen also charges that a comprehensive review of other data sources and related information actually refutes Epstein's conclusions and adds that the misguided use of Epstein's work may be harmful to children. Hahn et al. (no date) looked for comparable "spurts and plateaus" in laboratory animals; they found no comparable phenomenon, and urge caution in applying Epstein's theory. Gardner (1982) suggests further that until additional research conducted independent of the Epstein research yields similar results, we must be careful of endorsing any specific proposals for changes in schooling.

In any case, the capacity for abstract thinking will vary a great deal from one youngster to another, and may vary within individuals from one area of thought to another. It is even suggested that some variations may be due to youngsters' preoccupation with themselves causing them to fail to demonstrate the capacity they may have developed (GAP, 1968).

This change in thinking will affect the way that students respond to and interact with adults (Hill, 1980). Students can, for the first time, compare current reality to the ideal. They can recognize (and will point out) inconsistencies between adults' stated principles and their behavior. They are able to plan ahead in looking at their interactions

("If I say this, then he'll do this, but if I ask in another way. . ."). Arbitrary rules will be questioned, especially if the rules are not logical. Youngsters will want to take a greater role in decision making, in part just to demonstrate the relevance of this new thinking skill to their own lives.

The other vital area affected by this change in thinking is in the area of moral reasoning. Changes in moral reasoning appear as youngsters are able to step out of themselves and begin to take the perspective of others. Reflective thinking, which looks at what is good for many, not "just for me," is necessary for the development of moral reasoning (Kohlberg, 1968).

2.6 Summary

We have looked separately at each of four aspects of early adolescence. Yet we must remember that each of these elements can affect all the others (Lipsitz, 1977). And, it must be remembered that the onset, rate, and degree of these changes will vary greatly from youngster to youngster. (Every student is unique.)

3.0 NEEDS FOR HEALTHY DEVELOPMENT

One researcher, after reviewing the literature on the developmental characteristics of early adolescence, has argued that school programs for these students must meet seven needs (Dorman, 1981).

TRANSPARENCY #6

Needs of Young Adolescent for Healthy Development

1. Diversity
2. Self-exploration and self-definition
3. Meaningful participation in school and community
4. Positive social interaction with both peers and adults
5. Physical activity
6. Competence and achievement
7. Structure and clear limits

Let's look briefly at what each one means.

3.1 The Need for Diversity

We have emphasized the great diversity found among early adolescents. This diversity leads to different needs for different youngsters at different times. The implications of this finding might lead to:

a. different opportunities for learning.

b. different relationships with a variety of people.

c. different opportunities for reflection and exploration of a wide variety of interests.

Remember that this need for diversity exists for both individuals and groups of youngsters. Providing the opportunity for diverse learning and social experiences and relationships can help youngsters develop a sense of identity, match their interests and abilities with a future vocation, and learn appropriate social behavior (Dorman & Lipsitz, 1981).

3.2 The Need for Opportunities for Self-Exploration and Self-Definition

We have seen that early adolescents undergo a change in identity during this time, due to changes in physical development, social roles, emotions, and ability to think. With all these changes, youngsters need:

a. time to sort out these changes, including time alone, time with peers, and time with adults.

b. opportunities to test and talk about their concerns and ideas about themselves.

c. activities as well as quiet time for self-reflection.

These opportunities for self-exploration and self-definition are vital to healthy development (Dorman & Lipsitz, 1981).

3.3 The Need for Opportunities for Meaningful Participation in School and Community

Early adolescents become more independent; they are capable of thinking beyond themselves and their immediate concerns. As this happens they will naturally want to assume new roles involving more responsibility and decison making. If they are to learn independence and responsibility, they need opportunities to practice them. Adults can help meet this need by providing good models for democratic decision-making as well as structured opportunities for youngsters to make decisions, act on their ideas, and experience the consequences of their decisions. These opportunities for meaningful participation are necessary for healthy development (Dorman & Lipsitz, 1981).

3.4 The Need for Opportunities for Positive Social Interaction with Both Peers and Adults

As we learned earlier, young adolescents need healthy relationships with both peers and their families. Peers provide young adolescents with companionship and new social roles. Parents and other adults model appropriate behavior, caring relationships, and also a sense of security. Young adolescents do not wish to be isolated from the adult world (Dorman & Lipsitz, 1981).

3.5 The Need for Physical Activity

Simply stated, young adolescents are full of energy. They need opportunities to vent this energy, both through self-chosen activities and structured physical activity. Sometimes, then, they will need planned strenuous activity; at others, they just need the freedom to squirm and move around (Dorman & Lipsitz, 1981).

3.6 The Need for Competence and Achievement

Young adolescents need to experience success to build self esteem and confidence, establish identity, and be able to contemplate their future roles. Recognition for such successes--in a wide variety of competencies--is essential. When we reward only certain abilities, the early developers are harmed because they tend to use only the abilities we reward; late developers, converseley, may suffer because their talents are not recognized and valued (Dorman & Lipsitz, 1981).

3.7 The Need for Structure and Clear Limits

Young adolescents need structure and clear limits. However, we have learned about the great diversity in young adolescents, and therefore not all youngsters will need the same degree of structure. The amount of structure we provide must achieve a balance between allowing opportunities for self direction and not allowing youngsters to be overwhelmed by freedom. The structure we provide will take many forms and will serve several purposes. We may create structure for protection or to insure or enhance success. Such structure will also be a sign of caring to the youngster (Dorman & Lipsitz, 1981).

3.8 Activity

We're going to spend a few minutes talking with one another about how your schools go about meeting these needs. I'd like the group to divide into 7 subgroups.

Have the group divide into 7 parts; numbering off will ensure a mix. Time and circumstances may cause you, however, to break them into groups another way. When there are 7 groups, assign each of them one of the seven needs just mentioned (or let them choose). Give the following directions:

Each group will deal with one of the seven needs. Your task is to make a list of the things that your schools presently do or could do to to meet that need. We'll take 15 minutes to do this. Have one member serve as a recorder to write the responses on newsprint. The recorder should be prepared to summarize.

After 15 minutes, call time. Ask each group to post its newsprint, and to briefly summarize its discussion. Allow 15 minutes for this reporting.

3.9 Summary of School Responses

You'll probably notice that several of the groups listed the same responses to different needs. And without doubt, your individual responses varied greatly. This is perfectly natural and appropriate. I don't expect individual schools to respond exactly alike. What I have tried to do is to allow you to see the diversity of the responses from the schools represented here today.

I've prepared a handout which I think may summarize some typical school responses to these needs. Look it over and feel free to add any that we have generated here today.

Distribute Handout 2

Note to presenters: It may be appropriate here to give a short break to allow them to read the handout, make additions, etc.

4.0 MIDDLE SCHOOL EFFECTIVENESS

Studies of school effectiveness have focused on the dimension of academic effectiveness. The studies have been conducted at either elementary or senior high schools. Recent research has expanded the notion of effectiveness for middle schools. We'll look at what we might learn from the academic effectiveness studies as well as from research focusing

on an expanded definition of effectiveness for the middle grades.

4.1 Academic Effectiveness

What makes a school academically effective? Several major studies have been conducted in the past few years seeking answers to this question, mostly at the elementary level. Researchers in these instances used test scores to identify academic effectiveness. Four common themes emerged from this research, whether it was conducted at the elementary or high school level. Effective schools tend to place a strong emphasis on academics. They maintain orderly, yet pleasant environments and hold high expectations for student achievement. And finally, such schools are endowed with strong leadership.

Let's look at specific findings:

TRANSPARENCY #7

Academic Effectiveness: Research Findings

1. Common purpose: Strong emphasis on academics
2. Orderly and pleasant environment
3. High expectations for students
4. Strong leadership

1. Strong emphasis on academics. Instructionally effective schools emphasize the basics--reading, writing, and math (Duckett et al., 1980; Edmunds, 1979). These schools publicly state that they emphasize academics and such emphasis is carried out in the classroom (Rutter et al., 1979).

School norms develop about this academic emphasis to promote student involvement and coverage of material (Squires et al., 1981).

2. Orderly and pleasant environments. Effective schools have a commonly understood and fair discipline standard which is enforced by administrators, teachers, and students (Squires, 1980; HEW, 1978). Achievement, attendance, and behavior are better when opportunities exist for large numbers of students to hold positions of responsibility and when those contributions are recognized (Rutter et al., 1979). Classroom routines also promote an orderly environment. Both achievement and attendance are fostered when students believe the environment is pleasant and comfortable (Rutter et al., 1979).

3. High expectations for students. Effective schools have high expectations for students; teachers believe that students can learn (Edmunds, 1979; Weber, 1971). Students have the opportunities for success, and teachers reward such achievement (Brookover et al., 1979). Students' behavior and achievement are better when teachers appreciate and highlight the positive rather than focus on the negative (Rutter et al., 1979).

4. Strong leadership. Effective school leaders, the principal or possibly certain teachers (Duckett et al., 1980), articulate a vision for their schools and then set the environmental tone to make it happen (Rutter et al., 1979). They prefer praise and other positive actions to sanctions, and teachers and students are represented in school decision-making (Rutter, 1979). The principal is the instructional leader, and acts as a resource to teachers in instructional matters (Edmunds, 1979). In short, the school's leader sets the tone

for what happens in academically effective schools.

We must note that Rutter and his colleagues studied English secondary schools, while Edmunds, Weber, Brookover, and Duckett reported on research conducted in elementary schools. Some have suggested that research findings from elementary settings may not be applicable to secondary settings (D'Amico, 1983). It has further been suggested that both middle and high schools have different goals than elementary schools and serve different clients in different stages of development (D'Amico, 1983; Dorman, 1983). Other critics have charged that the definition of effectiveness in such research is too narrow or focuses too much on the cognitive domain (Brookover, 1980; Neufeld et al., 1983).

However, such research findings have contributed to our knowledge of what makes some schools better than others, at least on the basis of test scores in basic skills. As we shall see, such findings are not greatly contradicted by what we know about successful schools for young adolescents.

4.2 Expanding the Definition of Effectiveness for Middle Schools

Much of the literature and prior research concerning middle schools and the "middle school environment" has focused on the nature of the early adolescent learner and on programs and appropriate school experiences for this age group (Wall, 1981). Early writings dealt with differences between junior high schools and middle schools. Other early studies tended toward a "characteristics approach," which surveyed various middle schools to determine which middle school components had

been implemented in selected middle school settings and to what degree.

In examining changes (or rather, lack of changes) in high schools, one researcher has suggested that if the "effective schools movement" and the "high school reform movement" could get together, we'd all be better off (D'Amico, 1983).

Educators at the Center for Early Adolescence, notably Joan Lipsitz and Gayle Dorman, have created an expanded definition of effective and successful middle schools. Their framework is based on research on public expectations for schools, on academically effective schools, and what we know about early adolescent development. These are their criteria. They are based on the needs of early adolescents for healthy development which we saw earlier.

TRANSPARENCY #8

Effective Middle Schools

1. Safe
2. Academically effective
3. Respond to early adolescents' needs for:
   a. diversity
   b. competence and achievement
   c. structure and clear limits
   d. participation in school and community
   e. self exploration and self definition
   f. positive interaction with peers & adults
   g. physical activity

The criterion of safety represents a major societal concern and for many, a very personal concern. Dorman (1981) asserts that physical and emotional safety must be assured. This means, among other things, that energy is not diverted from the teaching learning process to protect one's self or one's possessions from harm and that the environment neither ignores nor destroys feelings of individual worth.

Academically effective schools must be equitable; i.e., student progress must be similar for different socio-economic and racial groups. Note that entry scores may be quite different; similar rates of progress is the key.

We have already discussed the third criteria, school responsiveness to developmental needs. This, say some, is "a key feature of effective middle schools upon which all other (features) may rest"; effective middle schools "accommodate the wide variety of physical, intellectual and social development represented among their students" (CEA, 1982).

4.3 Effective Middle Schools: Research Findings

As Gayle Dorman (1983, p.177) observed, "There are few models of excellence for middle-grade schools." She points out that most research on academic effectiveness of schools focuses on elementary schools, and that the Ford Foundation is recognizing exemplary high schools. Perhaps the only light on the current horizon is a set of case studies of four successful schools for young adolescents conducted by Joan Lipsitz.

Therefore, our data base for declaring what makes an effective middle school is rather small. A recent study by Joan Lipsitz (1982b)

conducted for the National Institute of Education described and interpreted four case studies of effective middle grades schools. The four schools were initially selected on the basis of meeting seven criteria:

TRANSPARENCY #9

Criteria for Successful Schools

1. Achievement
2. Low absenteeism
3. Low vandalism
4. Few graffiti
5. Low suspension rates
6. Parental satisfaction
7. Reputation for excellence
8. Joy

1. achievement: scores on standardized achievement tests were approaching, at, or above the district or county mean.
2. low absentee rate for students (8.0%) and staff (below that allowed by contract).
3. a low incidence of vandalism and victimization (under the national average).
4. few or no destructive graffiti.
5. low suspension rates (under the national average of 4.2 percent of students suspended).
6. parental satisfaction.

7. a general reputation for excellence.

A final criterion was later added in the belief that many of the above actually looked at the absence of negatives. This eighth criterion was joy. Lipsitz stated her belief that "laughter, vitality, interest, smiles, and other indications of pleasure are reasonable expectations for schools" (p. 25).

Lipsitz states her central bias that effective schools for young adolescents are responsive to their developmental needs. Her case studies are rich in describing the various ways that the schools accomplish this difficult task.

Therefore, Lipsitz's study described four schools, all middle schools (3 were 6-8; one 5-8), which met the above criteria. These schools were all reputed to be excellent and effective; that is why they were chosen. What Lipsitz found, however, is that they hold certain characteristics, beliefs, and practices in common. This certainly is not to say that the four schools look alike or function alike. Each of the four responds to a very different set of community and contextual expectations, yet there exist common, replicable elements. As Lipsitz (1982a) states, "These schools are different because they are the same" (p. 16).

The four schools themselves are diverse. The schools studied include Noe Middle School in Louisville, Kentucky with over 1050 students from working class homes in a large open-plan school (Noe's creation, staffing, bussed students, and assignment of principal was all the result of a court order.); Detroit's Region 7 Middle School, a magnet school created by court desegregation order, which serves

predominantly inner city students; Western Middle School in Almance County, North Carolina, located in a conservative community which insists upon discipline, order and good test scores; and the Shoreham-Wading River Middle School in Shoreham, Long Island (New York), a school that was created by and within a middle class community with plentiful money, dynamic leadership, and a hand-picked staff.

Lipsitz reports her results in six categories:

TRANSPARENCY #10

1. Consensus about purpose
2. Leadership
3. Climate
4. Curriculum and instruction
5. School organization
6. School in the community

1. Purposes, Goals, and Definitions. These four schools have reached "consensus about primary purpose." Their mission is clear; they will provide a strong emphasis on academics as well as a strong emphasis on enhancing personal growth and development. This mission is well-understood and can be articulated by staff, parents, students and community leaders. These four schools insist they are not secondary schools; they resist departmentalization, prefer teachers with elementary backgrounds, and provide more of an elementary school than secondary school orientation.

2. Leadership. The principal in each of these four schools has a driving vision of what her/his school can and should be, and then provides the leadership to make it so. These principals see themselves and are recognized as instructional leaders; they are authoritative rather than authoritarian. They have secured a high degree of autonomy for their school within their districts. Finally, they have made the school larger than one person by integrating staff into their vision. They are charismatic leaders who have bound people to a vision, to one another, and to their task. What "keeps them going" is their own staff and their vision.

3. School Climate. The warm and productive atmosphere of each school is linked to the commitment to be developmentally responsive to the needs of the young adolescent learner. Contributors to this climate include:

a. the physical setting, which allows for students to make meaningful contributions and which does not detract from the sense of community.

b. a sense of community marked by a high level of caring, establishment of strong support groups (houses, wings, teams, advisory groups) and reduction of the students' frame of reference through school sub-groupings of 110-155 students, which lowers the brevity and randomness of student groupings in most secondary schools.

c. maintenance of order tied to reward systems in which the "gate to praise is wide open" (p. 291). Though athletics and academics are both important, there are also many other routes to success, from

citizenship, to arts, leadership, and participation in a wide variety of special events. This binds larger numbers of students to the culture of the school.

d. a high degree of energy and effort by teachers who have "bought into" the vision and the norms of the school. There is a marked lack of adult isolation in the schools due to common planning and lunch time, team meetings, and team teaching.

e. teachers who have high expectations for themselves and for their students, though these expectations may vary for individual students. Teachers believe they can make a difference in the academic and personal growth of their students.

f. the "recognition of and indeed insistence upon, reciprocity in human growth and development" (p. 299). This, according to Lipsitz, is the key factor in the climate of these successful schools.

4. Curriculum and Instruction. There appears to be basic curricular similarity, though many special events and activities, and basic program components do enable the schools to respond to the developmental needs for competence and achievement, self exploration and self definition, positive social interaction, and meaningful school participation. These schools were not merely satisfied with providing appropriate opportunities for physical activity, and had thoughtfully considered the need for meaningful participation in the community. The four schools were especially responsive in providing diverse experiences for students, which were "brilliant moments (which) lend variety to otherwise, uninspired standard fare" (p. 300).

Lipsitz (1982b) found that the quality of classroom discourse

"characterized by a surprising lack of intellectual rigor" (Lipsitz, 1982b, p. 302) which emphasized factual rather than conceptual knowledge and learning. This essentially concrete operational approach to learning was a conscious decision in two schools, though Lipsitz questions whether such a decision is consistent with what we know about intellectual diversity. She questions whether this lack of rigor might be due to the elementary vs. secondary discipline orientation of these schools.

These four schools adapt their notions of excellence to their clientele and their needs, Lipsitz notes, stating "School effectiveness is tied to school clientele. These schools are the same in their adaptability to their clientele. Because they are the same, they are distinctly different, and so are their academic results" (Lipsitz, 1982b, p. 306).

5. School Organization. The organization of these schools is based on their philosophies which derive from an understanding of the age group. The organizational structure of these schools is evolving, based on collegial decision making.

TRANSPARENCY #11

Organizational Features

1. House or team structures
2. Reducing departmentalization
3. Common planning time
4. Flexibility in schedule changes

The common organizational features of these schools include:

a. house or team structures.

b. reduction or elimination of departmentalization in favor of multidisciplinary teams.

c. guaranteed common planning periods for teachers.

d. flexibility to modify the schedule for special events or activities.

There is common agreement about their grade organization, with a firm belief that the ninth grade should be part of the high school. In part they are guided by the nature of the age group, but also by research which indicates that "middle schools and K-8 schools have less alienation and victimization, higher student and parent satisfaction and fewer disturbances in girls' self esteem than junior high school" (Lipsitz, 1982b, pp. 309-310).

6. School in the Community. These four schools are responsive to the political and social worlds in which they must exist. Involvement of parents and the community varies, as does the nature of the school and its offerings. Lipsitz remarks that if these schools were less responsive to their communities, they would be more similar and therefore easier to transport to other locales.

Why are these schools special? Teachers in the schools say that it boils down to four areas:

1. There is a common philosophy about learning environments for young adolescents.

2. The climate is characterized by a consistency of expectations, positive attitudes about young adolescents, and a high level of energy

in teacher job performance.

3. Teachers are recognized as the professionals they are, especially in curriculum development.

4. Small student groups and joint teacher planning time reduces the isolation for both students and teachers.

4.4 Responses to Middle School Study

Distribute Handout #3

4.4.1 Activity

I'd like for you to have the opportunity to react to and discuss this research in light of your own situation.

Give the following directions:

Using the summary outline of Lipsitz's research findings on the handout, I'd like you to do three tasks individually:

1. Note which of the findings your school represents best--what does your school do to accomplish this?
2. Note which is your school's weakest area. Jot down some reasons why you think this is the case.
3. Note the area in which your school can probably make the most noticeable improvement in the next year. How might this improvement impact the other areas?

Give participants about 7-8 minutes to complete this individually.

Then direct participants back into the same group in which they discussed school responsiveness to developmental needs.

I'd like you to share your responses to these questions with one another. You'll have 10 minutes to do this.

After 10 minutes, call time. Ask if there are any questions or comments participants would like to make about this activity or the Lipsitz research. Try to limit this discussion to no more than five minutes.

4.4.2 Responses to Effective Middle School Studies

The avowed purpose of the Lipsitz study was to describe acknowledged successful middle schools through a wide-angle lens. Lipsitz started with a stated bias that effective schools for young adolescents are responsive to their developmental needs; this was an entry criterion for selection. However, the study does find that parents, administrators, and teachers attribute much of their success to this responsiveness.

Lipsitz believes that these four schools are not representative of middle grades educational efforts; she speculates that these are "maverick" schools. The schools are a beacon in the darkness where some evidence, at least, indicates that "young adolescents and their schools are failing each other" (Lipsitz, 1982b).

In responding to the Lipsitz report on her research, some practitioners found areas of great agreement, some areas of disagreement and some issues that Lipsitz did not address. The practitioners did not share Lipsitz's pessimism about the current state of schooling for early adolescents, citing colleagues in their own and other schools and their

concern for meeting the needs of these youngsters. They believe that Lipsitz underestimated the number of successful middle grades schools. These practitioners also questioned whether or not all seven (entry) criteria for successful schools were of equal importance, and were not able to agree about the eighth criterion of joy. The absence of in-service training as an indicator of a successful school was also questioned. Issues not addressed by Lipsitz were budget constraints, middle school teacher effectiveness, and teacher/staff evaluations (Collins et al., 1982).

Lipsitz concluded that teachers were in these schools because they wanted to be there. Perhaps many schools do not have this luxury; contractual obligations combine with budgetary constraints to reduce teacher mobility. It may be that some teachers feel "trapped" at the middle school level with no other place to go. Lipsitz does not discuss this situation; she merely reports that the four schools under study did not face this dilemma.

We must remember that this research was conducted at four schools. Such a case study approach may not be broad enough to warrant conclusions beyond those reached for these four schools. Readers looking for a single model for middle school effectiveness will be disappointed in this research. Lipsitz asserts that this is as it should be, as schools must forge their own individuality. This study also used the school as the unit of analysis; Lipsitz contends that there may be excellent programs, some in terrible schools, but the fact is that youngsters attend schools, not programs.

In its emphasis on the school as the unit of study this research is

different than most prior research which has largely been limited to specific in-school programs. For the most part, the Lipsitz study does not contradict earlier specific program research findings; rather, those specific findings can now be placed in a broader context.

5.0 IMPROVING MIDDLE SCHOOLS

Gayle Dorman (1983) of the Center for Early Adolescence asserts that improving middle schools is difficult. Most of you can probably add personal testimony to that statement. Dorman cites three reasons for this difficulty.

First, middle schools must cope with and respond to considerable diversity. We have looked at early adolescent growth and development and have seen the immense variability of individual growth and development patterns between youngsters. Additionally, even individual youngsters do not progress in a linear pattern. Thus, teachers need to be able to deal with various cognitive levels and respond positively to youngsters at greatly varied maturation levels. Pessimists might conclude that excellence in schooling for this age group is improbable. Dorman asserts that this means, on the contrary, that middle school educators must clearly understand this developmental diversity and its implications.

Second, Dorman contends that educators lack consensus about the purposes and meanings of schooling for the middle grades. Middle schools are often described as the transition between elementary and high school. This description make the middle school a mere interval. Many middle schools came about due to political, economic, demographic,

or legal issues. We'll talk more about that later.

Third, claims Dorman, there are few models of excellence for middle schools. We've already noted that Joan Lipsitz's research involving four schools is the only comprehensive study of middle grades schools.

Certainly other factors than these may make the improvement of middle schools difficult. Each of you can probably name half a dozen reasons right now. What happened to cause this? A review of the kinds of changes schools typically make in converting from junior high to middle schools may be helpful in understanding our current dilemma.

5.1 Reorganizing Middle Grades: Research Results

There are a number of studies which document single efforts in the reorganization of the middle grades from junior high schools to middle schools (Harrison, 1981; Thomasen & Williams, 1982; Wiles, Bondi, & Stoghill, 1982). One recent study (Molitor & Dentler, 1982), however, examined reorganization efforts in twelve schools from seven school districts. The schools chosen did not represent exemplary schools; rather,the project deliberately examined more "typical" situations. The purpose of the study was to determine if there were some regular features which, when summarized and interpreted, could be of assistance to other communities making this change.

The results, I'm sure, will not be astounding to many of you who have undergone this process as active participants. Let's look at what Molitor and Dentler found.

All of the 12 schools under study "bought into" what generally is

considered middle school philosophy once the decision to reorganize was made. That decision, however, was made primarily for reasons involving racial desegregation, declining enrollment, or better use of existing facilities. However, once having decided to reorganize, all the districts saw the opportunities to make significant changes in education for early adolescents.

What Molitor and Dentler found, however, paralleled Arnold's (1982) earlier report: changes in organization and rhetoric, but not much substantive change. The new middle schools look much like the schools below and above them, and conform much more closely to community conceptions of education, rather than what is known about the development of early adolescents or even what is advocated by those in the forefront of the middle school movement.

Many of the features which have come to be closely associated with "ideal" or "exemplary" middle schools were ignored or severely watered down. Included among those features were the teacher-advisor concept, ungraded groupings, integration of curriculum content, hands-on or project learning experiences, [inclusion of exploratory activities as a central part of the curriculum]. Student initiated activities and "happenings" and shared activities were also scarce. These features were not implemented for a variety of reasons, ranging from objections from community members to tight budgets, an overcrowded schedule, and excessive demands placed on teachers.

Various reasons may underlie several of these omissions. First, there was lip service paid to the developmental needs of young

adolescents, rather than careful consideration. There was a lack of clarity about what young adolescents could or should learn--more decisions seemed to be based on preconceived notions of the place early adolescents have in our society rather than what is possible or even best for them. Most of the schools recognized that the development of some of these features would take time; however only one the the 12 schools had a feedback or monitoring system developed to identify and plan for future changes.

The greatest program need, Molitor and Dentler (1982) assert, "is for trained personnel who are committed to the education of this particular age group, a problem which keeps many supposed middle schools all too close to the junior high school model" (p. 11). Former junior high school teachers, in particular, appear to need inservice training, although staff development is regarded as an important key to success for all middle school personnel.

As I said earlier, much of this probably is not real news to you. I included this study for at least two reasons. First, it explicitly concerns "typical" schools; most of us live and work in those kinds of schools. Second, this study probably tells us a bit about how we got to where we are today in our schools. Perhaps a big question now for most of us is "What are we going to do about it?"

5.2 The Middle Grades Assessment Program

At least one solution is being considered by a number of middle schools across the country. The Middle Grades Assessment Program, developed by the Center for Early Adolescence, is a self assessment

process that enables schools to evaluate their efforts (Dorman, 1983, 1981). The process is designed to include both staff and parents.

The self-assessment program is based on the notion I've already described to you--namely, that the effective or successful middle grades school is safe, academically effective and responsive to the developmental needs of young adolescents. The self-assessment teams review what we know about academically effective schools and about early adolescents and their needs. Consensus is reached about the goals and purposes of schooling for this age group. The team then examines the school's own strengths and proceeds to develop plans for improvement. Belief is thus translated into action (Dorman, 1983).

This self-assessment program is unique in that it is one of the few that focuses specifically on the middle grades. It also utilizes what we have discussed here today.

6.0 SUMMARY

TRANSPARENCY #12

Summary of Workshop Goals

1. Growth and development
2. Early adolescent needs
3. Program components
4. Successful schools
5. School improvement

Today we have

. examined the growth and development characteristics of early adolescents.

. recognized the needs of early adolescents based on these characteristics.

. identified program components of responsive middle schools designed to meet these developmental needs.

. identified characteristics of effective and successful middle schools.

. examined issues related to school improvement for middle schools.

I hope that you will utilize this information to help your schools to become the best schools they can be to meet the needs of the young adolescents in your community.

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HANDOUT MASTERS

What were the highlights?

What were the similarities? the differences?

Which question triggered the most emotional response?

What differences and similarities do you think might exist for today's 7th graders?

From this experience, what should we take into account in our work with early adolescents?

HANDOUT #2

School Responses to Developmental Needs

Developmental Need	School Response
1) Diversity	
Diversity of early adolescent population leads to different needs for different youngsters - in opportunities for learning - different relationships with a variety of people - different opportunities for personal reflection and self exploration Early adolescents need experimentation within structure	In schools that respond, not all students are doing the same thing at the same time. Examples: - different learning activities in and out of class - different materials - schedule flexible; different teaching methods - balance of basic and exploratory activities
2) Opportunities for self development and self definition	
This need is directly related to changing sense of identity that occurs in early adolescence. Youngsters need: - time to sort out all the changes - alone time, time with peers and time with adults to test and talk about their concerns and ideas about themselves - both quiet and active time to indulge self with self concerns	Teachers can focus class work on content and skills that help student integrate interest with a sense of who they are--e.g., journals allow students to pursue their own quests. Guidance should serve functions of self exploration, self definition, and problem prevention. The focus of carrer guidance should be to help students explore, not decide.
3) Opportunities for meaningful participation in school and community	
As they become more independent and think beyond themselves and the immediate,	Students should have a real voice in decision-making and contribution projects. Examples:

Developmental Need	School Response
youngsters want to assume new responsibilities, to have a role in making the rules that affect them, and to help other people. If they are to learn independence and responsibility, they need opportunities to practice them--to take initiative and make decisions.	- contribute to community (projects) - service learning (volunteer activities) - peer and cross-age tutoring Adults help meet this need when they - model democratic decision making - provide structure - willing to allow young people to think creatively, act on their ideas and to experience the logical and natural consequences of their decisions - want to make contribution - need opportunity to be part of decision-making process within structure
4) Opportunities for positive social interaction with peers and adults Many, if not most, young adolescents maintain a close relationship with both peers and family. Adolescents look to peers for association, companionship, and criticism regarding new adult roles. Early adolescents look to parents for affection, identification, values and help in solving large problems. Youngsters need to relate to other adults than parents--do not want to be isolated from adult world. Youngsters need to see modeling of appropriate social-sexual behavior by adults whom they admire.	Schools should provide: - learning activities that focus on small groups - available space for small groups to congregate - advisor-advisee relationship and activities - staff participation in activities, including contact outside classroom

Developmental Need	School Response
5) Physical activity	
Students may have periods of alternating high energy and listlessness.	Responsive schools provide: - structured outlets for physical energy, not try to ignore it - breaks and lunchtime provide opportunities for physical activity - noncompetitive physical education which takes into account different levels of ability, size, etc. - appropriate freedom of movement
Due to fatigue caused by overdoing, students may need to vent energy through physical experience (some of their own choosing) and through structured experiences designed to improve muscle and bone coordination.	
Many students have the need to squirm and move around.	
6) Competence and achievement	
Most youngsters are hungry for opportunities to succeed at something.	This need is being met when students are generally excited about school, expect to learn and are personally engaged in learning.
Their faltering self esteem needs successes to build confidence and sense of worthiness.	Schools: - have positive expectations of all students - are generous (but honest) with rewards and praise - provide opportunity for independence and responsibility
It is important in establishing identity to determine what one does well.	
Early adolescents need self satisfaction that comes from knowing that they have done something well and that what they have done is important to someone else.	Students have chance to begin to assess own learning.
Students need recognition from peers and adults. This serves as feedback to sort out appropriate behavior and to learn true abilities.	Teachers utilize many methods, activities, exploring opportunities so that each student can be successful at something.
Youngsters need recognition for wide variety of competencies. If only certain successes are valued (e.g., grades, athletics) then	

Developmental Need	School Response
early developers can get locked into using only certain abilities and never developing others; late developers can suffer because their abilities are not valued and recognized.	
7) Structure and clear limits	
Youngsters need to know what's expected of them; this may mean differences in expectations due to different needs for structure. Limits are established for students: - to prevent harm to self (especially when students feel immune to harm) - to guarantee some success (to develop self esteem) - to let students know that adults care about them enough to set limits and that students are respected enough to be included in the limit setting process	Responsive schools have: - clearly stated limits that are generally accepted by students and staff - students involved in some way in establishment of rules, including identifying the reasons for rules and consequences for violating them - discipline which becomes a reference to learning and responsibility, not punishment - the opportunity for students to question about rules - structure in class, no matter what the method, so that both students and teacher understand what and why they're doing whatever

HANDOUT #3

1. Consensus about purpose: academics and personal development

   Elementary orientation

2. Principals: have vision

   are instructional leaders

   have secured autonomy

   includes staff in decisions and vision

3. Climate: warm and productive

   Contributors: physical setting

   sense of community

   orderly

   teachers' working conditions

   high teacher expectations

   reciprocity

4. Curriculum and Instruction

   Basic similarity, with brilliant moments

   Low level of classroom discourse

   Adapt "excellence" to clientele

5. School organization

   Evolving, based on philosophy

   Common features: house/team, lack of departments, common teacher planning, flexibility

   Agreement on grade organization

6. School in the Community

   Responsive to local conditions

TRANSPARENCY MASTERS

TRANSPARENCY #1

Workshop Goals

Growth and Development
Early Adolescent Needs
Program Components
Successful Schools
School Improvement

TRANSPARENCY #2

Physical Changes

1. **Growth spurt**
2. **Sexual development**
3. **Metabolic changes**

All marked by *Extreme Individual Variability*

TRANSPARENCY #3

Social Developmental Changes

1. **Growing importance of peer group**
2. **Changes in interactions**

TRANSPARENCY #4

Emotional Development

1. **Moodswings**
2. **The imaginary audience**
3. **The personal fable**
4. **Changes in self concept**

TRANSPARENCY #5

Intellectual Development

1. **Cognitive changes and effects**
2. **Moral development**

TRANSPARENCY #6

Needs of Young Adolescent for Healthy Development

1. **Diversity**
2. **Self-exploration and self-definition**
3. **Meaningful participation in school and community**
4. **Positive social interaction with both peers and adults**
5. **Physical activity**
6. **Competence and achievement**
7. **Structure and clear limits**

TRANSPARENCY #7

Academic Effectiveness: Research Findings

1. **Common purpose: Strong emphasis on academics**
2. **Orderly and pleasant environment**
3. **High expectations for students**
4. **Strong leadership**

TRANSPARENCY #8

Effective Middle Schools

1. **Safe**
2. **Academically effective**
3. **Respond to early adolescents' needs for:**
   - **a. diversity**
   - **b. competence and achievement**
   - **c. structure and clear limits**
   - **d. participation in school and community**
   - **e. self exploration and self definition**
   - **f. positive interaction with peers and adults**
   - **g. physical activity**

TRANSPARENCY #9

Criteria for Successful Schools

1. **Achievement**
2. **Low absenteeism**
3. **Low vandalism**
4. **Few graffiti**
5. **Low suspension rates**
6. **Parental satisfaction**
7. **Reputation for excellence**
8. **Joy**

TRANSPARENCY #10

1. Consensus about purpose
2. Leadership
3. Climate
4. Curriculum and instruction
5. School organization
6. School in the community

TRANSPARENCY #11

Organizational Features

1. **House or team structures**
2. **Reducing departmentalization**
3. **Common planning time**
4. **Flexibility in schedule changes**

TRANSPARENCY #12

Summary of Workshop Goals

1. **Growth and development**
2. **Early adolescent needs**
3. **Program components**
4. **Successful schools**
5. **School improvement**